

Unit Cover Page

Unit Title: _____ Grade Level(s): _____

Subject/Topic Area(s): _____

Key Words: _____

Designed By: _____ Time Frame: _____

School District: _____ School: _____

Brief Summary of Unit (including curricular context and unit goals):

Unit design status: _____ *completed Template pages - Stage 1, 2, and 3*

_____ *completed Blueprint for each performance task* _____ *completed rubric(s)*

_____ *directions to students & teachers* _____ *materials & resources listed*

_____ *suggested accommodations* _____ *suggested extensions*

Status: _____ *initial draft (date - _____)* _____ *revised draft (date - _____)*

_____ *peer reviewed* _____ *content reviewed* _____ *field tested* _____ *validated* _____ *anchored*

Stage 1: Identify Desired Results.

Established Goals:

G

What understandings are desired?

Students will understand that:

U

What essential questions will be considered?

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

K

Students will be able to:

S

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

T



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

oe

Student Self-Assessment and Reflection:

sa

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

G

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?

Task Description:

T

What student products/performances will provide evidence of desired understandings?



Stage 3: Plan learning experiences and instruction.

[illegible]

Stage 3: Plan learning experiences and instruction.

[illegible]

Stage 3: Plan learning experiences and instruction.

L

[illegible]

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

[illegible]

Stage 3: Plan learning experiences and instruction.

[illegible]

Stage 3: Plan learning experiences and instruction.

[illegible]

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------|---------|-----------|----------|--------|
| 1 | | 2 | 3 | 4 | 5 |
| 6 | | 7 | 8 | 9 | 10 |
| 11 | | 12 | 13 | 14 | 15 |